

In 1915-16 the average salary reported for professors was \$2,400; this year it is \$3,200, or an increase of 33 and one-third per cent. The University of Virginia was one of 6 institutions paying a maximum salary to professors of \$3,600 or more in 1915-16, when only 2 of these paid \$5,000. This year there are 10 state-supported institutions paying \$5,000 or more to professors, and the University of Virginia is not among them.

NIGHT SCHOOLS AT WINCHESTER

Superintendent F. E. Clerk, of the Winchester schools, recently issued a statement urging citizens of Winchester over 16 years of age to enroll in the Handley Night School, classes in which began January 10.

"The night schools should be an outstanding feature of the Handley Schools," said Mr. Clerk, "particularly since Judge John Handley himself got his education in the night schools of Washington, D. C.; and undoubtedly his interest in public education was caused largely by the start in life that he received from night school training."

Courses for as few or as many nights a week as students wish were offered in cooking, sewing, practical English, mathematics, auto repairing, typewriting, bookkeeping, mechanical drawing, woodworking, and in any other subject desired by ten or more people.

SCHOOL NURSE IN SHENANDOAH

Shenandoah county boasts a school nurse, who in three months examined 1676 children in 58 different schoolrooms, visited 35 homes, made 5 public health talks, and held numerous conferences with teachers. She also assisted in a clinic held under the direction of the Red Cross Nursing Committee December 1, when 49 persons were operated on for the removal of adenoids and diseased tonsils.

Funds sufficient to pay the salary and traveling expenses of the school nurse were provided in Shenandoah county by the local chapter of the Red Cross, with the assistance of the State Board of Health.

VII

A SCHOLAR'S CONTRIBUTION TO EDUCATION

We Americans have been accustomed to look to England and other European countries all too frequently for texts and source-books of a thorough-going scholarly type. But for some time, particularly in the field of education and psychology, it has been that the tide is turning; and today scholars and scholarship of no less merit are to be found in our country. Such evidence is found in the recently published *History of Education and Readings in the History of Education* from the pen of Professor Cubberley, a well-known author and editor of texts in education. These two works are the logical outcome of a syllabus by the same author published in 1902, but have been postponed by the appearance of Dr. Paul Monroe's scholarly *Textbook in the History of Education* and the later three-volume series of Dr. Frank P. Graves. In the meantime Professor Cubberley's *Public Education in the United States* had demonstrated the need and demand for the presentation of the whole subject of the history of education with larger attention to its practical implications and modern trends.

The *History of Education*, itself the product of a score of years of successful teaching experience in this field, bears the subtitle, "Educational Practice and Progress Considered as a Phase of the Development and Spread of Western Civilization." Consequently, unlike most discussions, the primitive and Oriental phases are omitted and the Greek era, perhaps the first to be characterized by definite progress, is taken as the starting-point. Similarly the whole work is peculiarly free from any tendency to encyclopedism, rather neglecting these phases both of educational theory and practice that do not suggest in some way the place of education in social evolution and racial development. Less than one-fourth of the book therefore is devoted to pre-Renaissance edu-

The History of Education and Readings in the History of Education, by Dr. Elwood P. Cubberley. Boston: Houghton Mifflin Co. (Riverside Textbooks in Education). 1920. 849 and 684 pages respectively. (\$3.75 each).

cation and about one-half is devoted to the modern period under the caption, "The Rise of Democracy; the State Takes over the School." While it is not to be expected that the general reader will make as much use of the book as will the advanced student of education, nevertheless he is certain to find interest in such chapters as "The Sources of our Civilization," "The Eighteenth Century a Transition Century," "Awakening an Educational Consciousness in the United States," and "New Tendencies and Expansions." These chapters alone would give the average citizen and school director an admirable view of how our present educational institutions and practices came into being.

Perhaps the happiest feature of the text is the splendid collection of figures and plates numbering over two hundred and fifty. These include pictures of material and equipment, photographs of pages of texts, maps indicating the widening acquaintance of man with the earth, maps showing the location of educational institutions and trade-routes, and scores of pictures of persons and schools. Of little less value are the brief source materials included in the body of the text and found on nearly every page. Complete helps are found at the end of each chapter, including references and questions for discussion.

The Readings in the History of Education fills an even more urgent need on the part of students and teachers in our colleges and normal schools, as its only predecessor worthy of mention is the source-book of Professor Monroe which was restricted to selections from Greek and Roman writers. The *Readings* follows the same outline as the *History*, which bears cross references to the various selections. These number three-hundred and seventy-five, averaging about two pages in length in a rather fine print. Against the criticism that may be urged that these are two short, it will be said by the teacher with experience in the field that a large number of brief readings giving the gist of the thought is more interesting to the student and makes possible a much wider range of contact with original sources. No doubt there are instances, as in the cases of Aristotle, Cicero, Luther and Locke when it might be desirable to read more at length,

but in most of these cases it is impossible in even small libraries to turn to the full text. The great bulk of the readings here presented are now available for the first time in any but the larger libraries.

The author has been zealous, and rightly so, to include a large number of references having to do with actual school practice, including school laws and regulations, committee and commission reports and memorials, samples pages of texts, and so forth. To this end about one reference in ten is secondary in nature, being in most cases a description of school conditions by the best student of the period, this only where the source materials were not available. A splendid feature of the book is the fact that about one-fourth of its contents is on American education. The reviewer predicts even greater use of this book than of the companion text in the history of education.

One picks up, reads, and lays down these two volumes with a sense of genuine satisfaction. Here is a task done well in all important respects. Painstaking scholarship, correct historical perspective, forward-looking viewpoint, wealth of illustration, teachability, and the usual mechanical excellence of this series combine to produce the result noted above. Students in our higher institutions who are working in the field of education will find these books in all likelihood the most satisfactory two books in the history of education. Former students in the field will turn to these to refresh their former outlook and to get a new grip on the values of education and of life alike. The general reader who has any abiding interest in mankind will find in the books the opportunity to grasp in large outline the effort of the race to consciously determine its own development—haltingly, it is true, at times—but with an ever-increasing assurance of the practicability of its efforts.

However, a larger service still, the writer believes, will be served by these volumes, and one which the author purposed. The subject of the history of education was one of the first branches of "pedagogy" to be formulated. Perhaps for this very reason it was destined to lag behind its more practical sisters, such as for example, educational administration, educational psychology, and educational measurements, in which the de-

velopment has been phenomenal in recent years. Recently, therefore, the history of education has been minimized as an essential course for the training of teachers, even to the point where—once generally required—it became elective in many training schools or indeed was dropped. This criticism and neglect of the subject was not due to the subject itself, for no thoroly trained teacher believes that the sense of values, of perspective, and of the development of modern purposes and ideals is insignificant; it was due rather to inadequate teaching done and to inadequate texts, which placed the emphasis upon our worn or untried philosophies and theories of education rather than upon the educational activities of the race. The attention to facts, rather than tendencies and principles, made the subject first of all distasteful to many students, and those in charge of teacher-training doubted whether the subject possessed definite value for the student. Cubberley's books reverse this emphasis, and are certain to revive the course in our normal schools and teachers colleges, for they show that practical value can be gotten from the subject and that the teacher of the history of education who uses them can hardly do his work ineffectively.

W. J. GIFFORD

VIII

RECENT BOOKS THAT SHOULD INTEREST TEACHERS

DIETETICS FOR HIGH SCHOOLS, by Florence Willard and Lucy H. Gillett. New York: The Macmillan Company. 1920. 201 pages.

The purpose of this book is to teach to high school boys and girls the principles of nutrition and their application. Special emphasis is put on food values, economical buying, and the importance of good food-habits.

The problems presented are in the form of practical exercises, and center around the "Irving family," which consists of father, mother, baby one year old, three boys,—aged three, seven, and sixteen years—and two girls of ten and sixteen years. Daily meal plans are worked out to meet the needs of each member of the family and of the family as a whole. The teacher has ample opportunity to go a step farther and carry this over into the home.

The book is scientific, accurate, and up to date.

The following illustrate some of the practical problems:

To criticise and reconstruct specified meals.

To select a luncheon from a school menu.

To plan and prepare a home luncheon.

To plan and prepare, for a boy, a day's meals with a pint of milk concealed in cooked food.

P. P. M.

SOCIALIZING THE CHILD: A Guide to the Teaching of History in the Primary Grades, by Sarah A. Dynes. Boston: Silver, Burdett and Co. 1916. 302 pages. (\$1.72).

How to adapt history material to the needs of the primary child is a problem that is being worked out through observation and experimentation by able teachers, and they are beginning to look more closely to history, sociology, psychology, and ethics for help in the undertaking.

This book treats very concretely the social education of children in the primary grades. Special emphasis is placed upon ways and means of enlarging the child's experience through the development of the historic sense. This is done through working out the problems of food, clothing, shelter, bearing burdens, celebrating holidays, etc. Concrete illustrations, outlines, and cuts for work in the first, second and third grades are given here. The work has been planned in a very systematic and well organized way. It is written so that it is adaptable to both city and rural schools. It should prove suggestive, instructive and stimulating to all teachers of primary grades. L. B. B.

THE SKYLINE IN ENGLISH LITERATURE, by Lewis Worthington Smith and Esse V. Hathaway. New York: D. Appleton and Co. 1920. 257 pages.

One is disappointed that this book does not measure up to the promise of its title; for as the authors say in their preface, "England has gone forward steadily in the development of religious, political, civil, social, and intellectual freedom," and a running story which silhouettes the upstanding structures of English literature is a book that young students need.

Both title and preface imply that the authors aim to focus the high school student's attention on the various epochs of expansion, territorial and intellectual, by presenting the highwater mark of achievement in literature; but, to the present writer at least, the book too often fails in this purpose by following in too close detail the outlines of men and books so common to all histories of English literature. In place of the bold-face headings and block arrangement of type characteristic of textbooks, it is true one finds here a run-